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ABSTRACT

This document consists of the two 2003 issues of the newsletter of the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). Each issue contains a feature article and one or more short articles on topics related to early childhood education, calls for papers, announcements about Internet resources, news items about and list of publications from ERIC/EECE, and articles from the Adjunct ERIC Clearinghouse on Child Care. The feature articles are: "Stress and Young Children" (Jan Jewett and Karen Peterson) (Spring) and "ERIC/EECE Closes" (Fall). The Fall issue also excerpts from two ERIC digests: "The Mozart Effect: Myth or Reality?" (Frances H. Rauscher) and "Young Children's Emotional Development and School Readiness" (C. Cybele Raver). A brief article on early childhood terminology (Ron Banks) concludes this issue. (HTH)

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Laurel Preece, Editor

ERIC Clearinghouse on Elementary and Early Childhood Education

2003

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Stress and Young Children

Jan Jewett and Karen Peterson

Stress manifests itself in many forms. It varies for each individual child according to the child's developmental level and previous life experience. Adapting to stress, or managing it, appears to be highly dependent on a child's developmental capabilities and coping-skill inventory. Researchers suggest that children under the age of 6 are developmentally less capable of thinking about an event in its entirety; selecting from a menu of possible behaviors in response to any new, interesting, or anxiety-inducing event; comprehending an event separate from their own feelings; and modifying their physical reactions in response to change in stimuli (Allen & Marotz, 2003).

Stress can have positive as well as negative influences. The younger the child, the greater the impact of new events, and the more powerful and potentially negative stress becomes. Some stress is a normal part of a child's everyday life and can have positive influences. However, excessive stress can have both immediate and far-reaching effects on children's adaptability to new situations, even events that are seemingly unrelated to the specific stressful event.

Research indicates that the negative impact of stress is more profound on children who are younger than age 10, have a genetic temperament that is "slow-to-warm-up" or "difficult," were born premature, are male, have limited cognitive capacity, or have experienced prenatal stress (Monk et al., 2000). Children who live in poverty, who live in violent communities, or who are bullied in school settings are also subject to more external stress (McLoyd, 1998) than other children. Children who have lower thresholds for external and internal stimuli will find a wider variety of events and conditions to be negatively stressful (Stansbury & Harris, 2000).

Assisting children in understanding and using coping strategies must be based on the child's developmental level...

How Does Stress Manifest Itself in Children?

Stress is most often seen as an overt physical reaction: crying, sweating palms, running away, aggressive or defensive outbursts, rocking and self-comforting behaviors, headaches and stomachaches, nervous fine motor behaviors (e.g., hair twirling or pulling, chewing and sucking, biting of skin and fingernails), toileting accidents, and sleep disturbances (Stansbury & Harris, 2000; Marion, 2003). Experts suggest that children may react globally through depression and avoidance; excessive shyness; hyper-vigilance; excessive worrying; "freezing up" in social situations; seemingly obsessive interest in objects, routines, food, and persistent concern about "what comes next"; and excessive clinging (Dacey & Fiore, 2000).

How Can Adults Respond to Children's Stress?

Assisting children in understanding and using effective adaptation and coping strategies must be based on the child's developmental level and understanding of the nature of the stress-inducing event. Teachers and parents can prevent and reduce stress for children in many ways:

- Help the child anticipate stressful events, such as a first haircut or the birth of a sibling. Adults can prepare children by increasing their understanding of the

In This Issue

- Stress and Young Children
- Latest Issue of *ECRP* Available
- ERIC/EECE Publications
- News from the National Child Care Information Center
- Head Start's 7th National Research Conference
- Connecting with Parents in the Early Years

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upcoming event and reducing its stressful impact (Marion, 2003). Over-preparing children for upcoming stressful events, however, can prove even more stressful than the event itself (Donate-Bartfield & Passman, 2000). Adults can judge the optimal level of preparation by encouraging the child to ask questions.

- Provide supportive environments where children can play out or use art materials to express their concerns (Gross & Clemens, 2002).
- Help children identify a variety of coping strategies (e.g., "ask for help if someone is teasing you"; "tell them you don't like it").
- Help children recognize, name, accept, and express their feelings appropriately.
- Teach children relaxation techniques. Consider suggesting to a child such things as "take three deep breaths"; "count backwards"; "tense and release your muscles"; "dance"; "imagine a favorite place to be and visit that place in your mind" (O'Neill, 1993).
- Practice positive self-talk skills (e.g., "I'll try. I think I can do this.") to help in promoting stress management (O'Neill, 1993).

Other basic strategies include implementing sound positive discipline strategies, following consistent routines, enhancing cooperation, and providing time for children to safely disclose their concerns and stresses privately and in groups.

For More Information

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This article was excerpted from an ERIC/EECE Digest available online at http://ericeece.org/pubs/digests/2002/jewett02.html or in print by calling ERIC/EECE at 800-583-4135.

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Latest Issue of *ECRP* Available

The fall 2002 issue of the Internet journal *Early Childhood Research & Practice (ECRP)* is available at http://ecrp.uiuc.edu/v4n2/index.html.

This issue (volume 4, number 2) contains the following articles:

- "Education Matters in the Nurturing of the Beliefs of Preschool Caregivers and Teachers" by Mary Benson McMullen & Kazim Alat
- "Changing Curriculum for Early Childhood Education in England" by Young-Ihm Kwon
- "The Continuity Framework: A Tool for Building Home, School, and Community Partnerships" by E. Glyn Brown, Carolynn Amwake, Tim Speth, & Catherine Scott-Little
- "Development of a Comprehensive Community Assessment of School Readiness" by David A. Murphey & Catherine E. Burns
- "Modeling Collaboration, In-Depth Projects, and Cognitive Discourse: A Reggio Emilia and Project Approach Course" by Julie Bullard & Janis R. Bullock

In addition to these articles, *The Apple Project* describes a project undertaken by four kindergarten classes in Ohio that were temporarily housed in a church basement. Written by teachers Debbie Danyi, Heather Sebest, Amy Thompson, and Lisa Young, the article discusses how the project evolved, describes the three phases of the project, and provides their reflections on the project.

Starting with volume 5, *ECRP* will no longer be funded by the U.S. Department of Education but will continue to be available at the journal's current URL (http://ecrp.uiuc.edu) under the auspices of the Early Childhood and Parenting (ECAP) Collaborative in the College of Education at the University of Illinois. Submissions can still be sent to *ecrp@uiuc.edu*.

ERIC/EECE Publications

• ERIC Digests (No cost or shipping charges.)

• 2003 and 2002 Digests

☐ *Stress and Young Children* ☐ *Spanish Version*
☐ *Research on Quality in Infant-Toddler Programs* ☐ *Spanish Version*
☐ *Bullying in Early Adolescence: The Role of the Peer Group* ☐ *Spanish Version*
☐ *Teacher Preparation and Teacher-Child Interaction in Preschools* ☐ *Spanish Version*
☐ *Instructional Models for Early Childhood Education* ☐ *Spanish Version*
☐ *Recess in Elementary School: What Does the Research Say?* ☐ *Spanish Version*
☐ *Helping Parents Prevent Lead Poisoning* ☐ *Spanish Version*
☐ *Student Mobility and Academic Achievement* ☐ *Spanish Version*

• 2001 and 2000 Digests

☐ *Inclusion in Middle Schools* ☐ *Spanish Version*
☐ *Pretend Play and Young Children's Development* ☐ *Spanish Version*
☐ *Recent Evidence on Preschool Programs* ☐ *Spanish Version*
☐ *Academic Effects of After-School Programs* ☐ *Spanish Version*
☐ *Focus on After-School Time for Violence Prevention* ☐ *Spanish Version*
☐ *Perspectives on Charter Schools: A Review for Parents* ☐ *Spanish Version*
☐ *Working with Culturally & Linguistically Diverse Families*
☐ *Recent Research on All-Day Kindergarten* ☐ *Spanish Version*
☐ *Assessing Young Children's Social Competence* ☐ *Spanish Version*
☐ *Multiage Grouping and Academic Achievement*
☐ *Exploratory Curriculum in the Middle School*
☐ *Reggio Emilia: Catalyst for Change and Conversation* ☐ *Spanish Version*
☐ *Child Care Quality: An Overview for Parents*
☐ *Academic Redshirting and Young Children*
☐ *Mathematics Standards for Pre-Kindergarten through Grade 2*
☐ *K-12 Single-Sex Education: What Does the Research Say?*
☐ *The Role of Curriculum Models in Early Childhood Education*
☐ *Differentiation of Instruction in the Elementary Grades*
☐ *Integrative Curriculum in a Standards-Based World*
☐ *Computers and Young Children* ☐ Spanish Version

• 1999 and 1998 Digests

☐ *Curriculum Disputes in Early Childhood Education*
☐ *Parent-Teacher Conferences: Suggestions for Parents* ☐ Spanish Version
☐ *Helping Middle School Students Make the Transition into High School* ☐ Korean Version
☐ *Easing the Teasing: How Parents Can Help Their Children* ☐ Korean Version ☐ Spanish Version
☐ *Selecting Culturally and Linguistically Appropriate Materials: Suggestions for Service Providers* ☐ Spanish Version
☐ *Another Look at What Young Children Should Be Learning* ☐ Korean Version ☐ Spanish Version
☐ *Enriching Children's Out-of-School Time*
☐ *Parenting Style and Its Correlates*
☐ *Adopted Children in the Early Childhood Classroom*
☐ *Language and Literacy Environments in Preschools*
☐ *Child Care Consumer Education on the Internet*
☐ *Video Games: Research, Ratings, Recommendations* ☐ Spanish Version
☐ *Twins in School: What Teachers Should Know*
☐ *Early Childhood Violence Prevention*
☐ *Issues in Selecting Topics for Projects*
☐ *He Has a Summer Birthday: The Kindergarten Entrance Age Dilemma* ☐ Spanish Version
☐ *The Transition to Middle School*
☐ *Motivation and Middle School Students* ☐ Spanish Version
☐ *Grouping Students for Instruction in Middle Schools*
☐ *Father Involvement in Schools* ☐ Spanish Version
☐ *Loneliness in Young Children*

• 1997 and 1996 Digests

☐ *Television Violence: Content, Context, and Consequences*
☐ *Looping: Adding Time, Strengthening Relationships*
☐ *Helping Young Children Deal with Anger* ☐ Spanish Version
☐ *Child-Initiated Learning Activities for Young Children Living in Poverty*
☐ *Developmentally Appropriate Practice: What Does Research Tell Us?* ☐ Spanish Version
☐ *If an Adolescent Begins to Fail in School, What Can Parents and Teachers Do?*
☐ *When Retention Is Recommended, What Should Parents Do?*
☐ *Student-Led Conferences at the Middle Level*
☐ *A Developmental Approach to Assessment of Young Children* ☐ Spanish Version
☐ *Bullying in Schools* ☐ Spanish Version
☐ *The Debate over Spanking*
☐ *Working with Shy or Withdrawn Students*
☐ *Preventing and Resolving Parent-Teacher Differences*
☐ *Action Research in Early Childhood Education*
☐ *Father/Male Involvement in Early Childhood Programs* ☐ Chinese Version
☐ *Grandparents as Parents: A Primer for Schools*
☐ *Teaching Young Children about Native Americans*
☐ *The Contribution of Documentation to the Quality of Early Childhood Education*

• Pre-1996 Digests

☐ *The Project Approach* ☐ Chinese Version ☐ Spanish Version
☐ *The Risks of Rewards*
☐ *Positive Discipline* ☐ Chinese Version ☐ Spanish Version

• Digests in Chinese or Spanish

☐ All Chinese Digests ☐ All Spanish Digests

• ERIC/EECE Newsletters & Journal

☐ *ERIC/EECE Newsletter*; Twice yearly, free; check here to receive the current issue.
☐ *Parent News Offline*; Twice yearly, free; check here to receive the current issue.
Early Childhood Research & Practice (ECRP). Available only on the Internet at http://ecrp.uiuc.edu/

In a hurry? Phone in your credit card order to 800-583-4135. The full texts of Digests, Resource Lists, and out-of-print materials are available on the Web at **http://ericeece.org/eecepub.html**

• Major Publications

☐ *The Project Approach Catalog 4: Literacy and Project Work*, by the Project Approach Study Group (2003). Judy Helm, ed. Cat. #226, $10.

☐ *The Violence Prevention Resource Guide for Parents*, by Peggy Patten and Anne S. Robertson (2001). Cat. #225, $15.

☐ *The Project Approach Catalog 3*, by the Project Approach Study Group (2000). Judy Helm, ed. Cat. #224, $10.

☐ *Resilience Guide: A Collection of Resources on Resilience in Children and Families* (1999). Bernard Cesarone, ed. Cat. #223, $15.

☐ *Rearview Mirror: Reflections on a Preschool Car Project*, by Sallee Beneke (1998). Cat. #220, $10.

☐ *Reflections on the Reggio Emilia Approach*, a collection of seven papers (1994). Cat. #215, $15.

☐ *Distinctions between Self-Esteem and Narcissism: Implications for Practice*, by Lilian G. Katz (1993). Cat. #212, $10.

☐ *Dispositions: Definitions and Implications for Early Childhood Practices*, by Lilian G. Katz (1993). Cat. #211, $5.

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News from the National Child Care Information Center

Eric Karolak, Deputy Executive Director

NCCIC has made steady progress in the development and enhancement of the NCCIC Online Library and continues to support U.S. states as they implement the Child Care and Development Fund (CCDF) and move ahead with the White House's *Good Start, Grow Smart* early childhood initiative.

The number of documents available in the NCCIC Online Library has grown from 2,000 at launch in August 2002 to more than 3,200 in February 2003. Developed in partnership with the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE), the Online Library makes accessible to the public child care related documents from the NCCIC Library and from the ERIC system, many in full-text format. NCCIC anticipates that more than 5,000 documents, including many state-specific items, will be included by September 2003. To help us reach this goal, Carmela Corey joined NCCIC as an abstractor in December 2002. Ms. Corey had previously prepared abstracts for the American Psychological Association's *Psychological Abstracts*.

The award-winning NCCIC Web site, *http://nccic.org*, is about to receive a facelift! The redesign is headed up by Laura Clark, who joined NCCIC as Web and technology specialist in October. Ms. Clark, a former special education teacher, has nearly 20 years experience making technology work for human service programs. She has been working with NCCIC central office staff and NCCIC state technical assistance specialists, as well as our Web partners at ERIC/EECE, to determine the enhancements for the redesign. Look for a new Web site design later in the year!

The Child Care Bureau, Administration for Children and Families (ACF), U.S. Department of Health and Human Services, recently published *CCDF Report of State Plans, FY 2002-2003*. In preparing this biennial report for the Child Care Bureau, NCCIC analyzed states' plans and policies for implementing the child care block grant, including state funding, collaboration, eligibility thresholds and priorities, reimbursement ceilings, parent copayments, quality activities, and health and safety regulations. The report is available on the NCCIC Web site at *http://nccic.org/pubs/stateplan/index.html*.

NCCIC staff participated in presentations for the *Good Start, Grow Smart* Pre-conference Forum at the ACF Region VI child care conference in Dallas in January. States were provided information related to early learning guidelines, early childhood professional development, program collaboration, and financing. Future presentations are being planned in other ACF Regions in the coming months.

Head Start's 7th National Research Conference

Head Start's 7th National Research Conference, "Promoting Positive Development in Young Children: Designing Strategies That Work," will be held June 28-July 1, 2004, in Washington, DC.

The conference will be presented by the Administration on Children, Youth and Families, U.S. Department of Health and Human Services, in collaboration with Xtria, LLC; Columbia University's Mailman School of Public Health; and the Society for Research in Child Development.

The Call for Presentations is available at

http://www.headstartresearchconf.net

Proposals are due on June 27, 2003. Direct all inquiries about submission content to:

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For questions regarding the submission process or if you are interested in becoming a reviewer, please contact:

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Connecting with Parents in the Early Years

Representatives from national organizations and foundations, researchers, and parents who are actively engaged in the fields of early learning and parenting education were invited to participate in a symposium designed to explore ways to strengthen the capacity of early learning programs to communicate with parents. The invitational symposium was held this March at the University of Illinois at Urbana-Champaign's Robert Allerton Park & Conference Center.

Funded by the W.K. Kellogg Foundation of Battle Creek, Michigan, the symposium and related activities focused on gathering and disseminating information on effective strategies for connecting with parents—especially those parents whose children are most at risk for school failure—about health, child rearing, and early learning, with the goal of helping all children become better prepared for school.

"All parents want to do the best for their children," says Dr. Lilian G. Katz, principal investigator for the project. "We wanted to learn about the most effective ways to share the growing body of knowledge about the family's role in children's early learning and to learn more about the kind of support they feel is most helpful."

"We wanted to learn about the most effective ways to share the growing body of knowledge about the family's role in children's early learning..."

Those interested in continuing the discussion about effective communication with parents are invited to participate in an ongoing online forum at http://npin.org/connecting/forum.html.

ERIC/EECE will publish materials related to the symposium later this year.

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Changes Coming to ERIC in December 2003

Starting December 19, 2003, you will be able to use one URL (http://www.eric.ed.gov) to

- Search the ERIC database
- Search the ERIC Calendar of education-related conferences
- Link to the ERIC Document Reproduction Service (EDRS) to purchase ERIC full-text documents
- Link to the ERIC Processing and Reference Facility to purchase ERIC tapes and tools.

ERIC/EECE Closes

The ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) will close in December 2003 as part of a reorganization of the ERIC system. All ERIC clearinghouses and related services, including question answering and publications such as Digests, will also be discontinued. The redesigned database will be available through the U.S. Department of Education.

ERIC/EECE was established at the University of Illinois at Urbana-Champaign in 1967. The Clearinghouse has been one of the longest continuous federal contracts hosted by the University. Lilian G. Katz has been its director for the past 33 years, and Dianne Rothenberg has served in various roles for the past 25 years, most recently as Clearinghouse co-director.

ERIC/EECE has been prominent as an information provider, publisher, and Web site resource for the worldwide education community.

ERIC/EECE has been particularly prominent as an information provider, publisher, and Web site resource for the worldwide early education community since the World Wide Web gained prominence for educators in the early 1990s. In recent years, Clearinghouse personnel have competed successfully for funding for several allied projects from foundations, the state of Illinois, and the federal government, and provided Web services for several other national early childhood projects. Most of its materials and many pages on its Web sites are available in both Spanish and English.

Materials produced by the Clearinghouse that are in the public domain will be available by January 1, 2004, through the Early Childhood and Parenting (ECAP) Collaborative (http://ecap.crc.uiuc.edu/info), part of the College of Education at the University of Illinois at Urbana-Champaign.

Lilian Katz and Dianne Rothenberg

In This Issue

- Changes Coming to ERIC in December 2003
- ERIC/EECE Closes
- The "Mozart Effect": Myth or Reality?
- Early Childhood Terminology
- Young Children's Emotional Development and School Readiness

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The "Mozart Effect": Myth or Reality?

Frances H. Rauscher

Several studies have examined the effects of music instruction on children's abilities in other disciplines. Other studies have explored the effects of *listening* to music on *adults'* spatial abilities. Findings from these two sets of studies have been confused, leading to claims that listening to music can improve children's academic abilities.

The "Mozart Effect" refers to results of a study involving 36 college students who after listening to 10 minutes of a Mozart sonata scored higher on a subsequent spatial-temporal task than after listening to relaxation instructions or silence. The effect lasted approximately 10 minutes (Rauscher, Shaw, & Ky, 1993). Although the effect was replicated by several researchers, other researchers were unable to reproduce it (Hetland, 2000a). Research on the causes and limitations of the effect *in adults* is ongoing (Husain et al., 2002).

The Mozart Effect originally was studied only in adults, lasted only a few minutes, and was found only for spatial-temporal reasoning. Nevertheless, the finding has spawned a Mozart Effect industry that includes books, CDs, and Internet sites claiming that listening to classical music can make children "smarter."

In fact, no scientific evidence supports the claim that listening to music improves children's intelligence. Two related studies tested the Mozart Effect with 103 children ages 11 to 13 years (McKelvie & Low, 2002). The researchers found no experimental support for the effect in children, concluding that "it is questionable as to whether any practical application will come from it" (p. 241). Although the Mozart Effect is of scientific interest, its educational implications appear to be limited.

For More Information

Hetland, L. (2000a). Listening to music enhances spatial-temporal reasoning: Evidence for the "Mozart Effect." *Journal of Aesthetic Education, 34*(3-4), 105-148. EJ 658 281.

Husain, G., Thompson, W. F., & Schellenberg, E. G. (2002). Effects of musical tempo and mode on arousal, mood, and spatial abilities. *Music Perception, 20*(2), 151-171.

McKelvie, P., & Low, J. (2002). Listening to Mozart does not improve children's spatial ability: Final curtains for the Mozart effect. *British Journal of Developmental Psychology, 20*(2), 241-258.

Rauscher, F. H., Shaw, G. L., & Ky, K. N. (1993). Music and spatial task performance. *Nature, 365*, 611.

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This article was excerpted from an ERIC/EECE Digest available online at http://ericeece.org/pubs/digests/2003/rauscher03.html. After December 2003, the Digest will be available on the Early Childhood and Parenting (ECAP) Collaborative Web site at http://ecap.crc.uiuc.edu/info.

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Early Childhood Terminology

Ron Banks

Compared with the terminology used in K-12 education, terminology used to describe the field of early care and education of children lacks clarity. This lack of clarity extends not only to how different types of programs are defined but also to how various practitioner positions are classified. Although staff members in K-12 schools are identified as "teachers," for example, the mix of child care with educational programs in many preschool programs causes confusion about what to call practitioners and, indeed, the programs themselves. The lack of consistency in terminology may contribute to the relatively low status of early childhood caregivers/teachers in terms of pay, professional status, and development opportunities.

Kagan (2000) expresses concern that multiple names for the field (she lists "early childhood," "early education," and 12 other names for the field) may not confuse the people who *work* in the field but that the lack of consistency causes confusion for many others. The confusion may be especially damaging among legislators, who are often the recipients of lobbying efforts from proponents of state-funded pre-kindergarten, Head Start, or child care. Kagan suggests that the field might consider adopting common terminology that would encompass all those who work with young children but that would still allow each person to retain a unique program affiliation. Kagan does not suggest a specific term, but she states that possible candidates may be "Early Childhood" or "Early Care and Education," while Thornburg (2001) suggests "Early Childhood Programs." Common terminology would

(continued on page 4)

Young Children's Emotional Development and School Readiness

C. Cybele Raver

The current emphasis on children's academic preparedness continues to overshadow the importance of children's social and emotional development for school readiness. Research, however, indicates that young children's emotional adjustment matters—children who are emotionally well adjusted have a significantly greater chance of early school success, while children who experience serious emotional difficulty face grave risks of early school difficulty. Given the evidence that children's emotional adjustment plays an important part in predicting their likelihood of school success, the next question is "How do we aid children to develop emotional competence and avoid emotional difficulties so that they come to school ready to learn?" Interventions have been implemented at the family, child care, school, and clinical site levels to address these difficulties as children enter school. (A detailed discussion of interventions designed for children before they start school can be found in Raver [2002].) Listed in order of increasing programmatic intensity, these programs include the following:

Low-intensity interventions in the classroom. A wide range of interventions identify children's entry into formal schooling as a prime opportunity to affect children's social, emotional, and academic competence. Some programs have been implemented to change the way that children think about emotional and social situations. Using modeling, role play, and group discussion, teachers can devote relatively small amounts of class time to instruct children on how to identify and label feelings, how to appropriately communicate with others about emotions, and how to resolve disputes with peers.

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Low- to moderate-intensity interventions in the home: Parent training programs. Based on a body of research that views parenting as playing a key role in children's emotional adjustment, a number of interventions have been designed to reduce children's risk for emotional difficulties by helping parents to increase their positive interactions with their children, to set firm limits on children's negative behaviors, and to reduce their use of harsh parenting practices when the adults become angry or upset (see, e.g., McEvoy & Welker, 2000). These programs vary in approach, intensity, and the location in which they are implemented (e.g., home visiting programs, telephone support, parenting skills workshops).

"Multi-pronged" home/school interventions for children at moderate risk. These programs address children's emotional and behavioral difficulties at home and in school. Although more costly to run and targeted at fewer children, these programs are expected to pay off in the long run by reducing the prevalence of costly outcomes such as criminal offenses and dropping-out of school (Kazdin, 1987; McEvoy & Welker, 2000).

High-intensity clinical interventions for high-risk children. A small percentage of young children, particularly those in poverty, struggle with serious emotional and behavioral disturbance. A range of programs are designed to lower the risk of young children's development of serious problems in families struggling with multiple, chronic stressors such as high risk of maltreatment, mental illness, substance abuse, and domestic violence. School-based mental health consultation programs, for example, pair psychologists, social workers, and psychiatrists with local school districts in order to identify, assess, and treat young children who are in serious emotional and behavioral trouble.

For More Information

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Early Childhood Terminology (continued from page 2)

support unity in the field as it addresses challenges related to compensation and benefits, training, financing, and accountability. Kagan and Thornburg also point out that common terminology might increase the likelihood that practitioners in the field of early care and education would be considered part of a common profession.

Addressing the issue of terminology from another perspective, Hyson (2001) discusses the concept of developmentally appropriate practice (DAP) and the use of words that have somehow lost their association with DAP. She discusses words such as "academics," "assessment," "reading," "standards," and "structure," and suggests parameters regarding how those in the field can redefine and thus reclaim those words. For example, the term "reading" is disassociated from high-quality early childhood education only if the definition is focused on repetitive phonics drilling, as opposed to a definition of reading that also includes conversations, sharing books, playing with sounds, and other core experiences in language and literacy. Similarly, the term "standards" could be reclaimed in relation to appropriate expectations for early childhood education. Hyson suggests that NAEYC members engage in conversations related to these terms in the context of what the organization favors (e.g., "we are in favor of "structure" in early childhood programs, and let us explain what we mean").

For More Information

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